

BAVARIAN TRADE UNION YOUTH BAYERISCHE GEWERKSCHAFTSJUGEND

Germany (Territory Under Allied Occupation, 1945 - U.S. zone)

ALICE HANSON COOK

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DE UNION YOUTH GEWERKSCHAFTS JUGEND BAYERISCHE

ALICE HANSON COOK



THE UNITED STATES HIGH COMMISSIONER FOR GERMANY

OFFICE OF THE UNITED STATES HIGH COMMISSIONER FOR GERMANY
Office of Labor Affairs
APO 757 Frankfurt, Germany

BAVARIAN TRADE UNION YOUTH

by

ALICE HANSON COOK

Visiting Expert Series No. 17

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FOREWORD

German trade unions are today giving increasing attention to group work in their programs for youth. The present report by Mrs. Alice Hanson Cook is a description of work being done by certain trade union youth groups in Bavaria. Mrs. Cook was a fortunate choice for this assignment. She has had a rich experience with group work in the American trade unions. She is also an experienced and capable group leader.

A primary feature of this report is the emphasis placed by Mrs. Cook on discussion as a teaching method, the importance of which should not be underestimated. Teaching by the discussion method is an art not easy to master. It is much easier to lecture, but a democratic learning process is better achieved if there can be an exchange of experience and thought between teacher and youth. This observation applies with special force to German trade union youth. They are, with rare exceptions, earnestly intent on learning, and most of these young people are already capable of mature judgment. The use of discussion methods with such trade union youth groups should be productive of excellent results.

At the close of this report Mrs. Cook has made a number of recommendations. These have grown out of her own observations and are supported by a wide experience in trade union group work. I am sure that these recommendations will receive the careful consideration of German trade unions.



H. W. Brown

Director

Office of Labor Affairs

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NOTES ON THE AUTHOR

Alice Hanson Cook was born in Alexandria, Virginia. After graduation from Northwestern University, she conducted research in German labor education as a fellow of the Institute of International Education and the Alexander von Humboldt Stiftung. During her stay in Germany from 1929 to 1931, she attended the Academy of Labor (Akademie der Arbeit) in Frankfurt, the Universities at Frankfurt and Leipzig, and the Hochschule fuer Politik in Berlin. A thesis on German labor education was prepared on the basis of her first hand investigations.

Mrs. Cook has taught at labor schools including the Bryn Mawr Summer School, the Southern Summer School for Workers, the Hudson Shore Labor School and at educational institutes of various trade unions. She has served as educational director for the Industrial Union of Marine and Shipbuilding Workers of America, the Textile Workers Union of America, and the Amalgamated Clothing Workers of America (ACWA). In addition, she has taught classes for several local unions, the Philadelphia Industrial Union Council, and for the Wilmington Joint Education Committee of the CIO and the AFL. She is now a member of the faculty of the Labor Education Association of Philadelphia and a teacher at the Philadelphia Joint Board, ACWA.

From 1940 to 1944, Mrs. Cook was editor of the "Amalgamated News", the organ of the Philadelphia Joint Board, ACWA. Her writings include: "Workers Education in America" (co-author) in the "John Dewey Yearbook" (1942); "Workers Education on the March" in the April 1939 issue of the "American Teacher"; "Union Counselling, a Manual for Teachers" - CIO Community Services Committee, 1944; and "Teaching Manual for New Members Courses and Leadership Training Courses", ACWA, 1948.

For three years Mrs. Cook served as chairman of the National Academic Freedom Committee of the American Federation of Teachers. She is a member of Local 3 of the American Federation of Teachers.

BAVARIAN TRADE UNION YOUTH

INTRODUCTION

The purpose of this experiment was to study one type of group work in Germany, that being conducted by trade union youth, in order to determine whether some principles and methods of American group work might be fruitfully applied in the German situation. I visited three Bavarian city trade union youth organizations during the month of November, 1949, at Munich, Nuremberg, and Augsburg at the request and with the warmest cooperation of the Youth Secretaries there, and participated in the regular activities of the groups during a full eight-day period in each city.

The point of view from which the experiment was undertaken is that democratic group life built around people's primary interests gives its participants a first hand experience in self-determination and self-government. For the community at large this means that such groups form the healthy cells of a democratic body politic.

NOTE: The views herein expressed are those of the author, and do not necessarily reflect the views of the Office of the U. S. High Commissioner for Germany.

POST-WAR YOUTH ORGANIZATION

Trade union youth groups are only one of many youth organizations in every German city. The churches, political parties, hiking and sport clubs all have their youth sections. In addition international organizations like Boy Scouts, Girl Scouts and YMCA have their local units, and in the American Zone of Germany, the army's youth program, GYA (German Youth Activities Program) plays an important role. At the suggestion of U. S. Military Government, Youth Councils or Youth Parliaments (Jugendringe, Jugendparlamente) were organized shortly after the war in German cities of the U. S. Zone to bring all youth organizations together to work on common problems and thus to prevent their isolation from one another. Some of these city Youth Councils have achieved a genuine cooperative relationship among their member groups, while at the other end of the scale some serve merely as forums and clearing houses where information is exchanged but where sharp political and ideological differences have stood in the way of positive, constructive effort. In these latter situations, trade union youth usually finds itself in a minority which is regularly outvoted. In the former, labor representatives have been able to achieve status and leadership within the community's youth movement.

The post-World War II German youth movement bears no relationship to the pre- and post-World War I youth movement (Jugendbewegung). The latter originated as a spontaneous rebellion of youth against German authoritarianism and middle-class conventions, and continued as a youth-conscious, youth-directed movement. The present day youth movement by contrast consists of a series of youth sections of parent organizations, differing from the main organization chiefly in the age of their members and in the organization of a program presumably adapted to this age representation. To varying degrees, present day youth groups are self-governing, but they are not independent. They are, in fact, the result of an effort by many German institutions not to die out with the present generation.

The normal continuous growth of German organizations was cut into by the twelve years of the Nazi regime and by the physical loss of a large part of the generation which is now between 25 and 40 years of age. This loss in time, manpower, and in continuity has given a frenzied quality to the recruitment of young people in the present-day "youth movement" and a more than zealous attention to their training.

The present organization of trade union youth is no exception to this general line of youth organization development, but an additional factor, special to the labor movement, has affected the union groups. Before 1933, union youth groups chiefly served the purpose of stimulating vocational interest among young workers. The mass youth organizations for these boys and girls at that time were chiefly the youth sections of the Socialist and to a lesser extent the other parties which had some worker membership (Communist, Center, Socialist-Labor, etc.). This reflected the political affiliation of the trade unions of that period. The trade unions today, in contrast to those of before 1933, have no political or denominational ties, and because working youth shares the general indifference of all German youth to political party affiliations, it can be interested in an organization like trade union youth which is part of the labor movement but without political party affiliation.

STRUCTURE

In 1945 when the German labor movement was reestablished, youth work was initiated by the city central body without regard to the individual industrial union affiliation of young workers. Out of these general trade union youth groups came leaders for the sections set up by the 16 individual trade unions. These groups in turn developed leadership in individual shops and plants, so that, in the end, virtually every enterprise of any size had its own youth groups.

The trend has thus been from youth work, directed by a central youth secretariat, to youth sections of the various industrial unions working with varying degrees of coordination with the secretariat. In the three cities studied, a full time secretary mans the secretariat; in other Bavarian cities the work is carried with volunteers. But even where professional staff is available, the degree of coordination between the various unions varies widely. In some unions, the lines of coordination to their own national youth offices are stronger than to the city secretariat; in others, the secretariat may actually handle shop grievances for a particular union. It would in general be safe to say that until now the cooperation between the city youth secretariat and the youth sections of the various unions has developed according to the talents, free time, and availability of the leadership. However, there is a growing tendency for the industrial unions to take a primary interest in their own youth to the exclusion of any broader loyalty or responsibility.

This development undoubtedly reflects the reorganization now in process within the Western German labor movement. Individual industrial unions are assuming an increasingly important role, while the federation districts which formerly were the directing agencies, have since the Munich Federation Congress (October 1949) more restricted functions.

This trend to the industrial unions is further strengthened by the way in which youth work is financed. No per capita or other allotment is made for youth activity, except that employed secretaries are included in the general city payroll. Instead, each individual plan or project is presented as it arises to the city central body for city-wide youth activities, or to the individual union executive boards for their respective youth groups, and, if approved, funds are made available. As the city central bodies have less money and less power under the reorganization, the tendency again is for each union to finance its own youth program and for the city program

to have less resources. As a result, a premium is put on loyalty of the youth leaders to their respective unions, and in some cases, the tendency actually is to discourage their activity in the central union youth organization.

MEETINGS

Reflecting the purpose and structure of trade union youth groups, three kinds of meetings are held:

- (1) Youth factory assemblies (Jugendbetriebsversammlungen) meet in the factories on company time under agreements with the employers that such meetings will serve generally educational purposes. Apprentices and other young workers in the railroad shops are called together weekly for two-hours sessions. At the other extreme, some employers hold to the letter of the Works Councils Law (Law No. 22) which requires them to permit a quarterly plant meeting for purposes of hearing a works councillors report. If a youth meeting is to be held these employers insist that it be substituted for a works council plant meeting and thus make youth assembly meetings almost impossible. The usual thing is that youth assemblies are held once a month.
- (2) Club evenings (Heimabende) held by the industrial union youth groups usually meet at the union hall or at a youth center at regular intervals. In Munich some groups are organized on a neighborhood rather than on industrial union basis, apparently because in a large city travel to union headquarters is not feasible for all young people.
- (3) A third type of meeting is the educational classes. Vocational courses are sponsored by individual unions, but classes of more general nature including the correspondence course study circles are usually organized by the secretariat.

All these group members are brought together in city-wide programs for youth group members which are held every week in Augsburg, three times a month in Nuremberg, and four times a year in Munich.

LEADERSHIP

Each union has a youth executive committee made up representatives from the main organized plants and headed by a chairman. This union youth chairman has a three-fold function: to head up the youth work in his own union, to work as a member of the city-wide union youth committee, and to keep in contact with his own union's national youth work. Since these functionaries are almost without exception volunteers, working at a full-time job in a shop, their lives are very full indeed. In addition, the pressures resulting from the reorganization of the whole German trade union movement exert themselves on these young people too. For instance, the areas covered by a local union or central body in Bavaria have been greatly increased. Augsburg district is no longer Augsburg and its immediate environs but an area with a radius of 60-70 kilometers, including many small industrial towns where little or no youth work has been organized up to the present time. These young volunteer leaders feel very heavily the burden of trying to do organization work with only Sundays and evening time available. It will not be surprising under these circumstances if when pressures from the unions encourage the exclusive attention to affairs of their own union, that inter-union relations may suffer.

Although, at first, many group chairmen were appointed by the youth secretariats in order to get the organization going, they are now all elected by the groups they represent - chairmen in the factories (Jugendobmann) and presidents of the industrial union youth sections (Vorsitzender der Gewerkschaftsjugend). The youth chairman election is usually arranged to take place ahead of the works council election. If the elected youth chairman is 21 or over and is therefore eligible to membership in the works council, he is placed on the election list for the council. Until now every youth candidate standing for election has been elected.

If the youth chairman is under 21 and therefore ineligible to the council, the council chairman usually maintains a close working relationship with him and calls him in to council meetings when youth questions are discussed. In such cases although he has no vote on the final council decisions, his advice and recommendations are sought and listened to.

PURPOSE OF ORGANIZATION

The union's interest in youth work runs along several lines which need to be seen separately in order to sort out some of the problems and achievements.

1. UNION SERVICE FOR YOUTH

Young workers, including apprentices are members of the unions exactly like any other worker - they pay a percentage of their wages as union dues and are entitled to the same kind of services on grievances, meetings, educational and cultural opportunities, legislation, representation in public bodies and the like.

2. TRAINING FUNCTIONARIES

The unions are concerned about finding and training future functionaries. They seek through the youth groups to interest young people in the unions and to train them for future activity.

3. RECREATION AND EDUCATION

Trade union youth groups offer working youth an opportunity to organize and develop educational and recreational programs.

On the whole, it is probably safe to say that union youth leaders themselves see their program more and more in terms of education and recreation services with other objectives being secondary. Their own oft-reiterated statements of aims and purposes sound very much like those of the group of agencies which, in America, are called character-building youth agencies - youth organizations set up to serve and educate individuals through group experience and activity. Union leaders, on the other hand, would probably state the purposes primarily in terms of recruiting potential union members and training potential union leaders. These purposes are far from contradictory or mutually exclusive, but they do result in different emphases and methods which certainly cannot be reconciled until they are recognized and understood.

Essentially this difference of opinion concerns methods of group work. In the matter of program, for instance, one school of thought believes that it is a group leader's function to work out an interesting and attractive program for a group (this may even be the point of view of a national youth department). The result can be a well-balanced offering of sports, music, handicrafts, camping, lectures, and trips.

Such a program is set up to recruit people to the group, interest them, and indoctrinate them. As one youth leader put it: "The purpose of a program is simply to win people for the union."

The other point of view in group work is that participation in programbuilding has itself an educational value. Through planning and carrying out its own program, a group develops its interests and the members develop their ability to assume responsibility and to work with other people while learning the particular sport, songs, or handicraft in which they are interested.

When one considers how little opportunity working youth in Germany has to make choices, to develop its own ideas, to make and carry through decisions with a group, the opportunity which youth groups can offer for this kind of experience is especially important.

To most union executives, the first type of program seems more likely to succeed. They see the youth groups as the chief, perhaps the only, source of supply for new functionaries. They will support youth groups which can fulfil this function but they have no particular interest in the larger educational purposes which youth groups may serve.

Although this attitude is certainly not peculiar to the trade union movement alone, it is from time to time acute there. If union officials take time to analyze and examine the issue, they can, of course, see the wisdom of an educational rather than an indoctrinational approach. But when one measures youth work solely by the standard of its quick production of young leaders, many reports from youth groups on their activities may seem merely frivolous, dilatory or expensive.

Youth group leaders for their part consider their chief function to assist groups to have an educational experience through building their own programs and taking responsibility for carrying them through. They testify, moreover, to the drawing power which this approach to program has for young people who welcome the freedom and opportunity for genuine self-government offered in the trade union youth groups. Youth leaders are remarkably united in their statement of their purposes; their problem is how to do their jobs more skillfully. In endeavoring to work with their groups, they meet many practical personal and group problems with which they are frankly not equipped to deal and on which they want help.

LEADERSHIP TRAINING PROBLEMS

In each city I had the opportunity of working with youth leaders in a week-end conference and in a number of special meetings, as well as observing their work with a variety of groups in evening club meetings, in factories, and in classes. Time did not permit working out a formal training program, but some of the most pressing problems were discussed. A summary of these discussions and some of my recommendations based on them, follow.

YOUTH AND AUTHORITY

Under the present form of social organization in Germany, young people have little opportunity of experiment in self-government. The family tends to be an authoritarian institution in which the father makes many decisions and has a very strong power of veto. (One unsettling social factor is that so many fathers were war casualties or are still kept as prisoners of war. The family suffers from the lack of control which he would normally exert, as well as from the personal and financial loss which his death or absence represents.)

In school, the teacher's word is law, and most reaching is done ex cathedra. Grammar schools are not equipped with laboratories or workshops where pupils can learn by doing. Learning is almost entirely a matter of being told, learning by rote, testing the learned material in examinations, and, where a question is in dispute or doubt, of taking the teacher's word.

The 14-year old who leaves school to become an apprentice has an even more drastic experience with authority when he is bound over to a master for three or four years. Although he receives practical experience and learns by doing, he has little chance to experiment with methods or materials, and is constantly under orders and directions. He learns in fact to be guided solely by the experience and wisdom of his elders.

Until he becomes of age, a young person's only chance for democratic experience is in his youth group. Many youth groups, however, are organized for the expressed purpose of "Guiding" youth to a particular dogma or to a way of life, which may be moral or disciplined, but which is not democratic.

American adolescents in their student government, neighborhood clubs, church youth groups, and the like have a daily experience with self-government which can only exist for a German child in his "youth movement". But this "movement" for the most part is an attempt - often quite feverish - on the part of established institutions and organizations to win and guide youth for a particular party, dogma or organization. Those who see the youth movement in these terms feel that youth has been completely spoiled by its experience with Hitlerism where youth was granted favors and priorities over the rest of the population.

These people feel that German youth must now be schooled to learn their proper place in society. Several works councillors, for instance, complained to me that young people between the ages of 18 and 25, the generation which had passed through the Hitler Youth organizations, will never learn to work, are undisciplined, have a feeling that the world owes them a living, and that they have been cheated. On the other hand, they say, the young people coming into the factories today are much better prepared psychologically to learn a trade, to understand the value of money and that it has to be earned by hard work, to accept the discipline of work, and to have pride in their trade.

For their part, many young people would probably say that they have had enough of being told what to do and of belonging to organizations, that they do not wish to join any organization of any kind again. In particular, they want have nothing to do with politics which in the Nazi era seemed like the answer to every problem, and which proved to be the source of collapse and destruction. Under the Nazis they were forced to accept or gladly accepted a concept of the greater German community in which they were given a favored place. Now they have had enough of their fellow men and feel that the only human being they can trust are themselves. Many of those who are religious accept a religion of saving their own souls, but not of helping their fellow man for that is socialism in their eyes. This isolation of the individual and his retreat into himself is certainly more typical of upper class and academic circles, but much distrust of political organization

and politicians is also found among workers.

Disillusionment, cynicism, distrust of one's fellows does not produce a well-disciplined, interested worker, or a good trade unionist. To that extent, the works councillors are probably correct in their estimate of the "Hitler-Youth" generation now working in the factories. This group will certainly never be won over to cooperative effort by propaganda or sermonizing, against which they are particularly well armored. They will change their attitude, if at all, only as a result of experience of such strong and positive character that it outweighs their present disillusionment.

The generation which is now apprenticed was 9 to 12 years old when the war ended, and therefore did not suffer the bitter collapse of their ideals and hopes. In talking with them, I noticed one of the greatest differences between my experiences in 1947 and 1949. They are open-minded to present developments instead of strongly rejecting every constructive post-war effort.

This return to a more normal psychological attitude on the part of youth, however, has been accompanied by a return to the old patterns of authority, organization and program on the part of their elders. Perhaps just because the established institutions like the church, the political parties and the trade unions have also had the experience of losing a generation and of facing serious new problems, they are in no mood to experiment with a youth program which runs the risk of encouraging young people to develop independent minds or to raise questions about going institutions and methods.

When youth groups can be organized and conducted as experiences in democratic group living, however, they offer a unique experience to German youth, and particularly to working youth since their schooling ends at such an early age that their opportunities for further social and cultural development must be found in their youth groups, if at all. The trade union youth group would seem to have its most important function in supplying this experience in group living, discussion, decision, and administration which every young person needs in order to find out for himself what his own capacities are, how he stands with his fellow-men, what the necessary limits are to individual freedom, and what the proper demands of others are on him.

This opportunity to have a positive experience of freedom - not simply an experience of rejection or opposition or rebellion to authority - is basic in developing a feeling for democracy and some

understanding of its meaning for the individual citizen. Without such a personal, direct experience, democracy will remain a phrase denoting only politics and politicians, parliaments and voting.

This is the significance of healthy group experience. When it can be offered to adolescents, it builds the basis for active, participating democratic citizenship in adult life.

This is the concept which I generally found among youth leaders when they stated their purposes and principles. They are dealing with difficult psychological and social problems in their groups and are often baffled as to how they can best achieve these ends, and how they can set up program in their groups.

PROGRAM IN THE YOUTH GROUP

The program must take into consideration that working youth have very little income, and that evenings and Sundays, sometimes half-day on Saturdays, and summer vacations are the only available free time. The cost of commercial recreation for most young workers is quite prohibitive, particularly in those families where apprentice wages are part of an inadequate family income.

Youth groups offer a chance for inexpensive recreation, and organizations compete somewhat with each other in offering the most attractive program and facilities for youth. Trade union groups rely for an inexpensive program chiefly on the resources of their members. Club evenings (Heimabende), music groups, amateur theatricals, week-end hikes, summer camps, winter sports, quiz programs, speaking choirs (Sprechchoere), trips to museums, factories, fairs, etc., courses in trade unionism, public speaking, and many vocational subjects make up the scheduled program.

The week-end club house is an important part of youth program facilities. Many groups have built their own youth homes located as conveniently as possible to the city. Here groups can go in turn for inexpensive week-ends. They cook their own meals, bring their own blankets and food in rucksacks, and spend the week-ends hiking, playing games, skiing, singing, dancing and talking.

Much group initiative and organization is required to keep a program going without full-time leadership and with almost no money. This very necessity, however, can be the greatest source of satisfaction and growth in the group. The member who can play an accordeon, fiddle, flute, or zither has a chance to contribute to every recreational period. People who can lead part-singing add to every hike and club evening. Those who plan and cook the meals are essential to a successful week-end. Boys who build benches and bunks, connect water pipes, and wire a week-end house have helped build for the community.

Community Resources in the German cities are also somewhat limited, but the Youth Councils have done much to make them available on an equal basis to all youth groups. Special theatre and opera tickets for youth group members are very cheap; some playing fields are available for sport groups; and reading rooms and library facilities to a limited extent are put at the disposal of groups. In Nuremberg, the Youth Ring has taken over a former air raid bunker where every group has its own meeting room. The bunker

also has a general reading room, a youth hostel, a soup kitchen, and a dormitory for homeless students.

Regular union meeting halls are available to union youth groups, and in Nuremberg and Augsburg the union hall has special youth rooms.

CO-EDUCATION

Trade union groups are in principle co-educational. This opportunity to be with young people of the opposite sex is certainly attractive to many boys and girls, though it does not meet with wholehearted approval of all parents, nor of large elements of the community. In those unions where the young members are predominantly of one sex - girls in the Textile Union, boys in the Building Trades Union - the youth groups join forces for their club meetings in order to bring boys and girls together.

Union youth leaders believe that co-education is an important educational principle based on a realistic view of life and that the separation of boys and girls is educationally false. Out of their experience they maintain freer, more natural relationships are thus developed. Although they know that they are conducting an experiment in this regard and have sometimes made some mistakes they believe that the positive values so greatly outweigh the occasional problems that they no longer question this part of the program.

VOCATIONAL EDUCATION

An important contribution the unions make to their younger members is the presentation of vocational courses supplementing the somewhat sketchy training many apprentices get in small shops. For example, the Nuremberg Woodworkers Union gives a course in mechanical drawing for apprentices, which meets in a public school building. The union pays an architect to teach the course and pays the School Board rent for the room. The boys pay a small fee to help cover these expenses. The class had 35 boys of varying degrees of experience all hard at work at their desks. The teacher was assisted on routine problems by two of the union's youth leaders.

In Augsburg, a class for bricklayer apprentices meets in a workshop in the basement of the union hall. The instructor, an older trade union colleague, has never taught a group before, but he gives the boys problems to solve with model blocks in building chimneys, corners, doorways, and windows. The boys say that they learn much by having, for once, a chance to try out their own ideas.

FILMS

In Nuremberg, the unions have a good working relationship with the GYA which furnishes films, projector and operator for regular film evenings to which any young worker can buy a ticket for a few pfennigs. The unions have little to say about what films will be shown and, while they are not unsuitable for youth programs, they often have very little positive value. The question in their minds is how to use these very popular programs in a more constructive way. The hall is always crowded for the programs. Tickets are sold through the youth chairman in the shops.

Some selected films of vocational and social interest were shown recently at a leadership training session in Nuremberg in order to give group leaders an idea of what films are available for educational programs. These included the TVA documentary, a Swiss railroad union film, and a film on steel production. As yet, there has been no experience in using films in youth assemblies in the plants, or as the basis for group discussion in club programs.

In other cities, cooperation with GYA has not been so close or satisfactory, the chief complaint being that GYA policy and offerings vary so often that one cannot depend on getting films shown when they would fit into group programs.

AMATEUR NIGHTS AND THEATRICALS

The "Union Sparrows" (Gewerkschaftsspatzen) in Augsburg is a group of union youth who have written a variety show which has been shown more than 50 times throughout Bavaria. It has been used for entertainment, raising money, recruiting new members to the youth groups, and for setting up youth sections in new communities. A second show is now in production.

Week-ends, camps, and short-term schools always put an amateur night on the program. Frequently half the audience has participated before the evening is over. Those I saw were presided over by a master of ceremonies who was not the group leader but who kept a lively program going for more than an hour.

Christmas programs and other festivals in the factories and union halls are all planned and carried through by members of the groups.

FACTORY ASSEMBLIES

These regular meetings for all young workers in a given plant are primarily educational, and are thought of by the union as supplementing the inadequate social studies curriculum in the vocational schools. They are usually addressed by a speaker, when possible from outside the plant, who talks on some problem related to these young people and their work, such as protective youth legislation, trade union history and organization, vocational information, health and hygiene, plant safety, current events at home and abroad. The union usually plans the program with the factory youth chairman. When no outside speaker can be found, the chairman often takes over the period himself. Attendance is on company time and is compulsory. Most assemblies last an hour but in some plants the union has succeeded in getting two hours set aside for these meetings. Meetings where I spoke were also attended by the masters and journeymen from the apprentice shops and by some members of the works council. All these adults seemed to have some responsibility for keeping the meeting in order although the meeting was usually presided over by the youth chairman. Some meetings start and end with labor songs, led by one of the boys or the chairman.

The problem of holding these groups for two hours was difficult for me and, I suspect, is a problem for any speaker. Two meetings I attended were held in the late afternoon without artificial light and by five o'clock when we adjourned, we were in almost total darkness. Shorter meetings sustained attention and interest considerably better.

Notwithstanding these handicaps, discussion was at a very high level although adults tended to ask more than their fair share of questions, and apparently did not think of giving the apprentices a special opportunity to speak. The degree and quality of participation as between boys and girls differed noticeably. Even in those groups where there were only girls, questions did not come too readily and, in groups where boys predominated, the girls simply didn't ask any questions. In the club groups, however, where girls and boys meet on a much freer basis than in the factories, girls participated far more actively.

RECOMMENDATION ON EDUCATIONAL PROGRAM

The chief educational method in the clubs is the use of lectures which are frequently followed by a question period or occasionally by forums where different points of view are presented. Although not unknown, panels, forums, and discussions are rather infrequent because they are not considered of as sufficiently dependable educational value as the lecture method. However, youth shop chairmen and group chairmen criticize lectures for not attracting the interest of their groups. If the factory assemblies were not semi-compulsory, only an interested few would attend.

Educational work in the shops and clubs stands in greatest need of program assistance. Approaches other than lectures, greater variety in subject matter and in presentation, and more participation of the groups should be developed. Specifically, shop chairmen require some help in conducting their meetings and in planning a varied two-hour program.

The discussion method as practiced in the United States would be of value not only in leadership meetings, where we used it with considerable success, but also in the general trade union youth groups. Since the discussion method in Germany is conceived in different terms, the introduction of a new method will necessarily require some time until its nature is understood and some experience with it has been acquired. In Germany, discussion virtually amounts to a debate of fully-developed positions rather than a give-and-take pooling of ideas in a common search for a solution to a problem.

The German phrases for participating in a discussion suggest this method (*man nimmt Stellung zu einem Problem* - one takes a position on a problem). Consequently, those who are somewhat uncertain as to which position to take hesitate to express themselves for fear that they may not be right or may be unable to defend a tentative position. This is particularly true in youth groups. German youth is still in a negative stage where they have rejected old standards without having yet formulated new ones. They have been so isolated from developments outside of Germany, and find so little in Germany which is praiseworthy that they feel very unsure and tentative in all their judgements. Many of them are staying consciously on the sidelines, observing but not participating. The American discussion method is made to order for this state of mind and for the experience of German youth.

The trade union Correspondence School (*Briefschule*), with headquarters in Frankfurt, is being promoted in a number of youth groups as an educational program. It calls for discussion circles as one method of using the material sent by correspondence. This

is modelled on the Swedish correspondence schools and study circles. Thus far, there has been too little experience in Germany with the school to make any comments on its effectiveness in the German setting. No plans are being made, however, to train group leaders for such discussion circles, and the Correspondence School has not yet provided any material on leading such discussions other than the course outlines and lesson plans. Some need for help in this direction will probably express itself as use of the correspondence courses increases.

LEADER AND GROUP

As youth organizations are now constituted, much depends on the quality and devotion of the volunteer leadership. For the most part, these leaders are recruited from the more active young workers in the plants who come to the notice of the works councillors or youth shop chairmen. Their training is largely quite practical.- a sort of apprenticeship to group leaders already at work. Monthly or fortnightly leadership meetings serve in part as training sessions (Schulungsabende). Training has mostly, however, been a matter of conveying information on particular subjects such as labor law, trade union reports and labor economics. Almost no attention has been paid to training in group work techniques. On the other hand, fundamental concepts of sound group work practice underlie most of the programming and training for leadership in the trade union youth groups as evidenced by the high degree of self-determination and self-government in these groups. The relationship between leaders and groups seems to be one of complete equality. Moreover, while the youth groups feel themselves part of the trade unions as a whole, they do not feel that their programs and activities are unduly directed or controlled from the executive offices.

In general, it may be said that union youth leaders are expected to function in three general capacities roughly corresponding to the aims of the youth groups: as junior works councillors in the shops, as junior union functionaries in the union and as group leaders of the youth clubs. In the first two departments,

their training is fairly well organized and carried through in practical experience in the shop and union as well as in training sessions.

Their training as group leaders is left to common sense, personal consultations with adult leaders on special problems, trial and error, and to the personality and character of the individual leaders. To fill this lack of formal training not only in the unions but in youth work generally leadership training schools have been set up in the U. S. Zone, where youth leaders from all groups can come for training in special group work techniques. Since I have not visited any of these training centers I am not in a position to evaluate their services. However, the use which trade union leaders make of such central training centers will depend on their experiences with central community organizations for youth in their own towns. As stated earlier the Youth Council or Youth Parliament to which all youth groups in the communities are affiliated work together with varying degrees of success. In Bavaria trade union youth plays a minority role in these central bodies. This experience in the local communities has made the unions look with a certain amount of distrust on a central training school. Nuremberg seems to be the one community which has sent young trade union leaders to the Bavarian training school. It is still too early to say how much influence such a training center can be expected to have under the most favorable circumstances. There will always be room for a training school to which people can go for a week or two or even longer, but it is clear from the situation in the union youth groups that an impact is needed on a wider base than the school can give. It might be worth considering an extension service from the school into the local communities for certain short elementary courses.

One of my objectives in making the trip to the Bavarian union youth groups was to carry on such a training program. In the short time available for each city (one week each in Augsburg, Nuremberg, and Munich), it was not possible to do much more than determine some points which need to be studied, suggest useful methods of dealing with problems, and stimulate thinking about some of the accepted procedures. In each city, it was possible to conduct a week-end training session with a selected group of youth leaders in a youth home. In Munich, these discussions were continued through two more evenings at the union hall.

The best results were obtained when the local youth chairman directed the discussion because he could call on local experience and relate individual problems to the mainstream of discussion. The amount of time available over a week-end is sufficient to permit use of the discussion method in working through one or two main problems. Three or four such week-ends in a year would help immeasurably in a group of city union youth leaders.

Some of the problems raised by volunteer group leaders in these week-end sessions were the following:

1. Very few young apprentices in their first year or two come to union youth groups. Should special groups be set up, for the younger age groups - roughly dividing youth work in two parts, 14-17 and 18-25?
2. Lectures are not popular, but education is an important part of the job. How can education be carried on in any other way?
3. The youth section of the union paper is criticized or not read. How can it be improved?
4. Most people only want to dance and go to the movies. How far should youth group program take such interests into consideration? How can interest in other activities be stimulated?
5. How can films be used in educational programs?
6. What are the best means of group discipline? How far does a leader let a group go? When does he interfere? When does he lay down the law? How does he help a group that has gone too far, evaluate and learn from its own experience?
7. What are the real needs of young people, especially the very young apprentices, in group programs? Should more attention be given to pure recreation?
8. When and how should group members begin to take responsibility for programming? Do you throw them in on a sink or swim basis?

9. How do you train a group to criticize constructively?

In Munich, we had a particularly good example of working on such problems by discussion. The group members raised a number of practical problems in the shops with which they had tried to deal. The leader frequently asked them to try to understand the motives which determined the actions they reported. This technique helped several members to objectify their own roles in the situation, and thus to realize that their approach to the problems of their fellow workers may have been less than persuasive. When the group had worked out a reasonable explanation of behavior in a particular case they set to work trying to decide how the problem could have been worked out differently, educationally.

One of the most helpful techniques in these discussions was the leader's frequent summary and restatement of what the group had accomplished. Then, he would move the discussion ahead by stating the problem in its new form in terms with which the group could deal. We held four sessions over the week-end as one continuous discussion.

The suitability of the discussion method for use in group educational work was evaluated. Group members listed among its advantages that discussions grew out of actual experience, that the problems raised were tackled as a group effort and that interest was sustained.

Other informal educational methods adapted to youth groups were discussed - "workshops" for training in practical leadership techniques, such as presiding at union meetings, turning out a shop paper, running a bulletin board, handling grievances, showing films; "Clinics" where leaders meet at regular intervals to present problem cases for discussion, such as we had done in part during the week-end sessions. These methods seemed particularly well adapted to informal groups of young people who were not prepared for theoretical discussion but who had considerable need for practical training. With such groups, visual materials such as films and charts make learning easier.

We did not begin to answer all the questions which were raised, but we did demonstrate that they could be answered in such training sessions.

YOUTH AND WORK

The German educational system is built around the fact that about 80 percent of the children leave full-time public school at 14. About 10 percent go on to some kind of full-time trade school and another 10 percent to high school. The education of 80 percent of the children goes on in the form of apprenticeship with one full day of "vocational school" (comparable to the American "Continuation School") per week.

Vocational guidance for the selection of an apprenticeship is part of the work of the Labor Office (Arbeitsamt), and begins with talks to groups of sixth and seventh grade school children about requirements for special trades, openings and opportunities, and some aptitude testing.

The number of apprenticeship offered since currency reform in 1948 has declined alarmingly. Employers say that the costs incurred under protective legislation for youth for extra vacations, health, accident and disability insurance, and vocational schooling are prohibitive. At the same time, the number of children reaching 14 and leaving school each year has and will increase steadily until in 1954 (the class of 1940) it will be more than twice as great as in 1948. 1/ 2/

1/ Children leaving school at the age of 14 in Bavaria

1948	94,708
1949	129,000
1950	141,000
1951	149,500
1952	154,300
1953	181,700
1954	199,300

2/ In rural districts the number of available openings for apprentices has always been insufficient. Today the settlement of refugees in the country has increased the problem. Difficult as it is in the cities to find enough apprenticeships it is much more critical in small towns and villages.

A comment one frequently hears is that the Hitler's population policies had the result of greatly increasing the birth rate, but that Hitler didn't stay around to deal with the problem fourteen years later -- "Hitler is gone and we have to find jobs for his children."

Even in normal years, apprenticeship opportunities were not available for all children. Actually, only a small percentage of girls was ever placed - (less than 25 percent in cities where I obtained statistics). A considerable larger proportion of boys, perhaps 70 percent, found employment as apprentices. Children who were unsuccessful in finding apprenticeships looked for work in factories and other establishments as unskilled labor. A certain unknown number (mostly girls) remain unemployed and out of school.

The apprenticeship crisis in Nuremberg in 1948, for instance, was so severe that of 1,800 boys seeking openings, only 600 could be placed. Under union leadership, a community committee was set up to find apprenticeship opportunities with such success that, by the end of the year, less than 100 boys remained to be placed. This campaign was equally successful with the school graduates of 1949. Whether it can cope with the sharp increase of applicants each year for the next five years is a big question. What this means is that every factory and handicraft master is being urged to take on as many apprentices as possible. The boys who started as apprentices in 1948 will take their journeyman tests in 1951. Every year thereafter for seven years the supply of new skilled workers on the labor market will give the communities an employment problem to solve which will be an even harder nut to crack than finding apprenticeships.

Apprentices are under three to four year contracts which are concluded between the apprentice's parents and a handicraft master. Under Bavarian law, the apprentice agrees to be "orderly, obedient, loyal and hard-working." The master is to exercise "paternal discipline," to give a well-rounded training in his trade, not to make demands on the apprentice beyond his physical capacity, and is forbidden the use of extreme or indecent punishment (this does not exclude corporal punishment which is also permitted in the Bavarian schools). The employer's responsibility is to see that the

apprentice goes to school one day a week, has a 24-day vacation each year (providing he spends at least one week of this vacation in a camp or school where he receives civic, religious, scientific or vocational instruction), does not work nights (except in certain trades like baking), is not employed more than eight hours a day, and has certain regular rest periods during the working day.

Apprentices work five full days a week, and go to vocational school for one 8-hour day. Some of the larger factories run their own vocational schools which are approved by but are not part of the public school system. The factory employs the teachers, sets up a curriculum to conform to public school requirements, and is theoretically subject to inspection by public school supervisory officials. Actually little if any supervision takes place. My own observation of the physical equipment of these factory schools is that they are at least as good as any in many cases, quite superior to public vocational schools. Many factories give an additional half day of theoretical instruction per week beyond the public school requirement.

The public vocational school curriculum is primarily set up to offer theoretical supplementation to the practical shop training which the apprentice gets during the rest of the week. Some vocational schools have tools and workshops furnished by the Guilds and Handicraft Chambers (Innungen, Handwerkskammern), and not by the schools themselves. Neither the factory or public vocational schools offer a general education. Courses in religion and civics (Staatsbuergerkunde), which are the only non-vocational subjects, each take about an hour of the one school day per week.

The Handicraft Chamber or the Chamber of Industry and Commerce which represent all the Guilds has general supervision of apprenticeship. It grants and can withdraw the right of any individual master to have apprentices, and endeavors to enforce standards of apprenticeship among its members. All apprenticeship contracts are registered with the Chamber to which any complaints about their violation must be made. The vocational schools are also closely related to the Chambers, and may be used for evening vocational classes for Guild members and their employees. Journeymen examinations are entirely in the hands of the Guilds, although the unions and vocational schools are represented on the examining boards.

A continual debate is in progress between the Chambers and the unions as to whether apprenticeship is an "educational relationship" (Erziehungsverhaeltnis) or a "work relationship" (Arbeitsverhaeltnis). The Chambers stand firmly for the former; the unions for the latter. The Chambers claim that, unless it is viewed as an educational relationship, there can be no guarantee that apprentices receive well-rounded training; in a work relationship, they say, the master could and would demand productive work, would not let the apprentice go to vocational school, etc.

The unions, however, maintain that unless the apprentice is recognized as a worker, he cannot go through the Employment Office (Arbeitsamt), be entered in the social insurance records, included in labor and protective legislation, or protected under the union contracts. To establish some of these principles, the unions have gone on strike more than once during the last years. Most union contracts include special provisions for young workers which improve on the legal minima.

Actual conditions for apprentices vary widely. Children apprenticed to small handwork masters are seriously exploited in many, many instances. Enforcement of standards and laws in these hundreds of small establishments seems to be too great a task for the staffs of the Chambers and the Factory Inspectors (Gewerbeaufsichtsamt). A major area of work for the union youth secretaries is investigating apprentice grievances.

Apprentices in the factories, on the other hand, are by comparison in a favored position. Special shops for apprentices are often models of construction, equipment, tools, and organization. Special masters are employed. Boys work through progressive stages of learning their trade under constant supervision and come into actual factory production work only in their third year. Legal requirements for young workers are fully met almost without exception.

Factories which operate such apprentice shops reserve the right to select their apprentices very rigorously, often devising a whole series of tests themselves which they require of apprentice applicants for a final selection.

Under no circumstances does the apprentice contract require or imply employment after the apprenticeship is over. Many factories, however, sign on only the number of apprentices which they feel they can employ as journeymen. Others, particularly under the present community pressure, train two or three times the number they expect to be able to employ later on. Many individual handwork masters train apprentices without any expectation of employing them permanently. They are, in fact, in no position to put on a new journeyman every year or even every three years. In such shops, the apprentice is working hand, whose cheap unskilled or semi-skilled labor is an important economic factor in a system built so largely on handcraft production.

Minimum wages for apprentices are set by law and are called "educational grants" (Erziehungsbeihilfe). They start at about 35 DM per month for the first year and increase 10 DM per month for each year of the apprenticeship. (Average skilled workers' wages are about 1.25 DM per hour.) Many unions set apprentice scales in their contracts considerably above this minimum.

Young unapprenticed workers receive wages higher than the educational grants of apprentices, but they are paid on a special "youth scale" (jugendlicher Lohn). The Bavarian Metal Workers Agreement shows that boys up to 18 receive about 60 percent of the adult wage; between 18 and 21, about 75 percent; and between 21 and 24 about 90 percent. Girls under 18 receive about 95 percent of the boys' wage; from 18-21, 80 percent; from 21-24, 74 percent; and above 24, 72 percent.

Working children who are not apprenticed are covered by the same protective laws which apply to other youth, and they also attend vocational school eight hours a week. Children who go to school less than a full day a week - and some vocational schools still do not have teachers and space enough to give a full day of school to all children - are expected to fill out the remainder of the eight hours in the shop.

Many people are critical of this educational system for young workers, or rather, they are critical of some details of its structure and some of its results. No group of any importance, and certainly not the unions, questions the essential wisdom of the system or proposes any fundamental changes. The proposals which are made are for minor modifications of the system and for the protection of the young worker.

For example, it has been suggested that a ninth school year be added to the elementary school. Much support for this proposal comes from people who see the growing number of children leaving school and the diminishing supply of apprentice openings. A modification of this idea would make a ninth school year voluntary rather than compulsory. Many union leaders oppose this solution as undemocratic in that it favors the families who could afford to keep their children in school longer. The question of a curriculum for the extra year is not discussed in any specific terms in the unions.

A liberalization of the vocational school curriculum in the direction of giving it less vocational and more general educational content, or at least a strengthening of the social studies part of the program is proposed by those who feel that the present system offers almost no preparation for citizenship. Hence, they feel, one of the great dangers in Germany today is that only a very small elite in the population have an education which prepares them for public responsibility.

The unions have exerted influence at this point to include study of labor law and of trade union organization in the social studies program now being given in the vocational schools. Although a certain amount of this material has now been written into the curriculum, it amounts to one or two periods of trade unionism and 10-15 hours of labor law in the course of three years. One need in this field is to include enough of this material in vocational teacher training institutions so that their graduates are better prepared to handle social studies more expertly. 1/

A liberalization of the social relationships in the vocational schools by the introduction of student councils and some degree of student selfgovernment is largely in the talking stage. I did not visit a single vocational school where a student council existed.

- 1/ For a time, a member of the Ministry of Labor gave regular lectures at the Teachers' Academy in Munich in labor problems. When he left Munich, however, no one seemed available to take his place. In the British Zone, the unions are invited to send regular lecturers once a month to the Pedagogical Academies for labor problems discussions.

To the extent that they discuss this reform, the unions seem to conceive of it in the pattern of Factory Councils, as a device for handling complaints or for providing a meeting place for students and faculty on grievances. It has not yet been thought of as a means of reorganizing the social life of the school and introducing a degree of student-initiated activity and self-government.

Reform of the vocational schools will probably await reform of the whole apprenticeship system. This system, however, is not really being questioned. Indeed, it is the base and strength of great positive values in the German labor movement. One of Germany's greatest resources is her supply of highly-skilled workers produced for generations by this system.

The individual worker himself feels pride in his skill. A young boy approaching 14 looks forward to entering the circle of qualified workers through the testing and learning period of his apprenticeship. Boys who are not able to find apprenticeships are to a certain extent second-class in their own estimation as well as in that of their whole social group. Even in those many cases where boys who have become journeymen are not able to get jobs at their trade and must accept work as unskilled or semi-skilled laborers, they think of themselves as journeymen and are thought of by their friends and colleagues in that status.

If an attempt were made to limit the number of apprenticeships to the number of persons who might reasonably expect to find work later in their trades, such a restriction would work out to the serious detriment of thousands of youngsters. These boys and their parents would know that they had practically lost forever their chance to learn a trade and were doomed to remain unskilled workers.

The unions therefore do not think of limiting the number of apprentices who can be admitted to a trade - that would be comparable to limiting the number of people in the States who could go to college on the grounds that not every college graduate finds work commensurate with his education. Instead, they campaign for as many apprentice openings as possible so as to give as many boys as possible a chance to learn a trade and thus to acquire not only technical skill, but social status,

and the sense of psychological security of a man who has stored up for his whole life the capital of skill.

Although the trend in Germany as a leading industrial nation has been and will continue to be more and more away from handwork to a rationalized, mass production industrial process, education for youth will for a long time continue to emphasize training in hand work skills. Only a basic reorganization of the whole German educational and social system could change this situation.

A most important function of the trade union youth sections is to develop policy for legislation and trade union action on the problems of working youth. These policies have been embodied in resolutions at youth and trade union congresses and have partly been realized in protective youth legislation. The demands of the Bavarian trade unions, for example, are:

1. A voice and vote for the unions in all public bodies which handle questions affecting youth at work or in process of learning a trade.
2. The right of the unions to help in drafting a progressive law governing trade training in view of their long experience with labor problems.
3. Participation of the unions in supervision of apprenticeships, apprentice wage and work relationships, and in improvement of protective youth legislation.
4. Promotion of a plan for finding and opening opportunities for apprenticeships on public and private basis, as well as homes for apprentices through joint action of industry, handicrafts, the public and the unions.
5. Admission of women workers with equal rights to all trades for which they are fitted. Creation of proper apprenticeship and work places.
6. Severe punishment and withdrawal of the right to have apprenticeships for any master using corporal punishment on a young worker.

7. Abolition of special educational privileges and reorganization of the school system to the end that all youth regardless of social position and of the economic status of their parents can enjoy education or vocational training corresponding to their interests and abilities.
8. Inclusion of material on the trade union movement in the curriculum of the elementary, middle and high schools, as well as the institutes for training vocational teachers.
9. Inclusion of trade union theory, and social and political economy in the curricula of the vocational and trade schools.
10. Making available to youth, recreation facilities which will promote social and character growth, including
 - representation and participation of the unions in the People's Evening Schools (Volkshochschulen) and in the organization of evening vocational schools,
 - in youth homes, youth hostels, vocation homes for youth as well as in sport and playgrounds, and
 - in planning vacation camps, hikes, and youth exchanges between all countries.

I put the following questions to youth leaders in each city where I went in the hope that the groups would work on them in the light of their own needs and abilities:

1. In Germany, the decision about a child's vocation is made at an early age, at the latest, when he is 12 to 14. The decision as to whether he is to study or to learn a trade is made even earlier, when he finishes the fourth school year. The child for whom this decision is made - he is too young to have much to say about it himself - will have few opportunities later on to acquire the equivalent of a liberal education. The People's High School (Volkshochschule), self-study, or a trade union school will offer almost his only opportunities. How can these institutions best fill this need?
2. What is the overall need in the German economy - or the economy of any particular city - for skilled workers trained in the apprentice system? Does the number of skilled workers exceed the need?

3. How many apprentices who have taken their journeymen tests are unemployed and what is the average duration of this unemployment? (Apprentices are not insured against unemployment on the grounds that they are guaranteed employment for the three years of their apprentice contract. They must therefore work in insured employment six months after concluding their apprenticeship before they are eligible for unemployment benefits). What kind of jobs do they find when they do get work? What proportion work as journeymen and what proportion as semi-skilled or unskilled factory laborers?
4. Apprentice contracts and testing are in the hands of the Handicraft Chambers. Should not public interest as represented by the vocational schools and the Labor Offices also participate in the registration, inspection, supplementation of apprentice training, and in the final testing at the completion of the apprenticeship?
5. At present enforcement of the apprentice contract lies with the Handicraft Chambers. Public inspection of work conditions is limited to conditions prescribed by laws protecting working youth. This is the point where the unions insist on their definition of apprenticeship as a work relationship and on their right to handle apprentice grievances, include apprentice wages in union contracts and to carry on other trade union functions in behalf of young workers. While holding firmly to these demands, should not the unions take more responsibility and formulate more specific programs for the improvement of the vocational and general education aspects of the apprentice system?

This discussion of the problems which youth leaders in the unions face has been reproduced here in considerable detail in order to give some insight into the size and importance of the issues not only for youth but for the unions as a whole. The psychological considerations involved in the question of youth's attitude toward

authority, the questions of group work techniques which arise out of organizing sound group program and of training group leadership, and the underlying complex of the apprentice system all are points which trade union youth leaders themselves feel are significant. If we are to be of further assistance to the trade union youth groups in Bavaria, or throughout Germany, our advice and help should be channeled into these areas.

SUMMARY

1. Youth work is closely integrated with the whole trade union program. The union has a very important function in handling the problems of youth at work.
2. A strong corps of dedicated youth leaders carry out the union youth program in the shops and union groups. The structure of the organization puts considerable strain on and demands considerable personal sacrifice of these people. They exercise responsibility for the program in their own units and for liaison and coordination with all other unions and central units.
3. Although I have the impression that more attention could be paid to democratic process in the youth groups themselves, I am nevertheless greatly impressed with the way in which youth leaders exercise their responsibility, with the healthy give-and-take relationship between all the groups in the organization.
4. The community relationships of trade union youth with other youth groups seems to be on a high level of cooperation, with trade union representatives occupying a respected position in city-wide activities.

5. An active program of vocational education is conducted by several industrial unions for their young members.
6. Strong tensions seem to exist in the Bavarian cities between the Catholic Church and the unions over youth work. These are the two strongest groups doing youth work and are to a certain extent rivals. The differences go deeper, however in to methods of working with young people, attitudes on coeducational groups, etc.
7. Tension between older and younger members of the unions is shown in different ways, but stems fundamentally from two approaches to youth work: one group desires to use the youth group primarily to train union functionaries; the other wishes the group to be a service for working youth.
8. During the present reorganization of the German Trade Union Federation, industrial unions are playing a stronger role than the Land district organizations. Youth work first developed through the central bodies and then was set up in separate union groups. The present stage of development affects the youth groups by tending to separate them more sharply into industrial union groups than has so far been the case.
9. Youth groups have no separate financing and are dependent on the individual unions and central bodies for the financing of their projects.
10. Youth groups are carrying on educational work by lectures in the factories and club groups, some courses in the union halls, and some training courses for their leaders.

RECOMMENDATIONS

1. It would be well worthwhile to form special club groups for young apprentices (approximately the 14-17 year group), and to experiment with a program for such groups which has a strong recreational emphasis. Educational programs for this group should deal chiefly with personal and vocational problems presented in such manner that corrective action can be undertaken by the young people themselves. Abstractions and long-range programs should wait for a somewhat older group which has already had experience in group action on specific issues.
2. Factory assemblies need a livelier, more varied program - films, chalk talks, panel discussions. In the two-hour periods, perhaps two quite different kinds of subjects can be handled, or two quite different methods used: a film followed by discussion; singing and a lecture. Every effort should be made to get as much group participation as possible. A program committee might work with the youth chairmen and include at each meeting two-minute reports on developments in the shop, in the union, in the youth groups, announcements of coming events, etc., with three or four boys taking part in each assembly.
3. The youth section of the trade union paper might begin to experiment with shop reporters or other devices for bringing the shops more closely into active cooperation with the editors, and for inviting the participation of youth in making reports and developing news policy.
4. An experiment with a workshop might be added to the education program. Such a workshop could offer practical help in exercising union functions - for example - a workshop open to youth shop chairmen in running youth assemblies could include not only parliamentary procedure, but organization of an agenda so as to obtain variety, participation by members in discussion, and in presentation of material; use of films including discussion after films; handling a question-and-answer period in a lecture so as to encourage maximum participation; including singing or

other music in the program; use of poster exhibits and other visual material to supplement lectures.

5. The clinic method of leadership training could be used more widely with youth leaders in regular conferences on special types of problems - bridging age differences in youth groups; stimulating interest in social problems; developing educational techniques other than lectures; handling individual personal problems of group members; delegating responsibility through committees, dealing with problems of groups discipline, etc.
6. If leadership from the Starnbergersee Youth Training Center could be made available in extension to youth leaders in their home cities, consistent work might be undertaken in the form of four to six week-end conferences a year, or an institute of three to four evenings in a fortnight or month.
7. Since there is no magic about groups work and no technique which can be handed over to a group leader as an electric gadget might be given to a housewife, it is doubtful how much a short term visit by an American expert can affect and improve the skills of volunteer leaders. All these proposals at best can be experimented with in given situations and adapted to the specific conditions. The Youth Section of Education Division in Bavaria is trying to get an American group worker as a permanent staff member of the Starnbergersee project. If such a person could be made available not only to the German staff there, but might be used also in extension to the towns in Bavaria, the possibility of more sustained contact and sounder evaluation and help could be given.
8. I had no opportunity whatever to see the summer camp program. This has played an important part in the whole union youth program. A camping specialist assigned in the summer months to work with camp councillors could perform an especially valuable service. Someone with experience in YWCA Industrial Department summer camp programs would have the qualifications for working with understanding on the special problems of trade union youth in Germany.
9. Budgeting finances for youth work would enable a youth secretary to work on a longer range and to plan his work within the funds he can reasonably expect to have at his command.